

TITLE OF LESSON

English 1 Unit 3 Lesson 9 – The Willow Grows

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TIME ESTIMATE FOR THIS LESSON

One class period

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ALIGNMENT WITH STANDARDS

California – Eng 9-10: R1.0-3, 2.0, 3.0, 3.3-12, L/S1.0-1, 1.7, 1.9, 1.11, 2.0, 2.4a-d

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MATERIALS

*Romeo and Juliet*, II. i.

**Willow of Possibilities** – Student Page

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LESSON OBJECTIVES

- To make predictions about Act II of *Romeo and Juliet*
  - To graphically organize how fate and/or self determination open up various possibilities in the plot by envisioning various outcomes
  - To present these possibilities to the class
  - To read Act II, the Prologue, and Scene 1
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FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) Homework Check – Stamp/initial all homework assignments. If there are second exit scenes and Prologues with their illustrations to be turned in, have students stand and present them, and post them on the Graffiti Wall.
- 2) Character Diary 2 – Ask students to exchange diaries with a partner. Tell them that if they have a letter from Juliet, they must respond to the letter as Romeo. If they have a letter from Romeo, they must respond as Juliet. Their response has to be based on what they know about the character. It cannot be some random thought that would not have really happened or makes no sense based on what has already happened. (1 page) Give them no more than ten minutes and remind them they must fill at least one page.
- 3) Original Author Feedback – Ask the partner to give a grade to the original character diary on a scale of 1-10. How well did the author stay in character? Does the original diary seem realistic for Romeo or Juliet? Ask them to write the number under their name at the end of their response.
- 4) Diary Feedback – At the end of ten minutes, have students write their real name underneath the character's name they should have signed to the letter. Then give the letters back to the authors. Allow the author a minute to read the response. Ask the author to give a grade on a scale of 1-10, ten being the highest grade possible. How well did the response stay in character? Does the response seem realistic for Romeo or Juliet? Ask them to write the number at the top of the page. Then collect the journals. You will grade the original Character Diary entry. The response will receive the grade given by the original author.
- 5) **Daily Log** – Have students copy down their Daily Log entry below.

Date	Journal	Lecture Discussion	Activity	Readings	Homework
		Purpose of a Prologue and why read them  Predictions for Act II	1. Perform the Prologue 2. Make predictions 3. Create a Willow of Possibilities chart.	<i>Romeo and Juliet</i> , II. i.	1. Study vocabulary to date. 2. Finish reading II. i. Write key points.

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ACTIVITIES – INDIVIDUAL AND GROUP

1. Identifying Cliffhangers – Ask students to identify the cliffhangers at the end of Act I. Write them on the front board. Drawing upon the cliffhangers in Act I, have student groups make predictions about each of them for Act II. They should consider evidence from personal experience, as well as the reading in making their predictions. On a separate sheet of paper, have them list the cliffhangers. Then next to each, have them write their predictions about what comes next for each of them.
  2. **Reading:** The Prologue of II. i. – Divide the class in half. Tell them their job will be to figure out how to perform the Prologue. To do this, they will need to understand what they are reading. Tell them they will have 10 minutes to read the piece and decide how they will perform it. They will be graded on group participation (did everyone in their group participate?), clarity (was the reading easy to understand?), and creativity (how creative was their performance?). You will need to decide how you will give points for each prior to class. Have them start.
  3. Perform – At the end of 10 minutes, call time and ask the students to perform. Grade them accordingly.
  4. Discussion – Ask the students what they think the purpose of a Prologue is. They should be able to come up with the fact that it gives a preview of what is to come without giving all of the details away. If there is a preview like this, then why read the whole thing? Let them come up with answers. If they don't bring it up, mention that it's basically the same thing as a movie trailer today. Really, good readers figure out that if there is a preview they should read it because it will help them to understand what happens next and make them want to read on. It's like reading the book jacket on a novel; the reason you read the rest of the scene is so that you can fill in the details and read the outcome, which the Prologue does not really give away. Just like you wouldn't watch a movie trailer and figure, well, that's my entertainment for the night! You watch the trailer and that specifically piques your interest in the film so you want to watch the whole thing. Here, the prologue is the hook. If a friend tells you about a movie, do you not go because you already know what it's about? No! You go because it sounds interesting.
  5. **Predict** – Ask for more predictions, noting how the prologue provides clues for what happens in Act II. Take a couple of volunteers.
  6. Willow of Possibilities – Have groups assemble. Distribute a **Willow of Possibilities** graphic organizer to each group. They will choose one of the predictions for Act II and create a Willow of Possibilities graphic organizer to delineate possibilities stemming from the first prediction. Check in to make sure they are clear that any new branches they add to their Willows must reflect the events of the prior branches. Have them assign group roles (see *Group Roles* below). Tell them they will have 10 minutes to complete their willow.
  7. Present – After 10 minutes, call the class to order. Have groups present or describe possible chains of events. Then add these to the class Willow of Possibilities tree (butcher paper) in the room.
  8. **Group Reading** – In groups, have students continue reading Act II, Scene 1. Ask students to assign character parts in their groups. While they are reading, they must write down the key points from the scene. Anything they do not finish in class is homework tonight.
  9. Review homework with students.
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#### HOMEWORK

- 1) Study vocabulary to date.
  - 2) Finish reading II. i. Identify and write down the key points from the scene.
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#### GROUP ROLES

Facilitator – Your job is to keep the group focused on the task at hand and to help them identify possible events for inclusion. It is not your job to come up with the ideas. It is your job to encourage/help other group members to come up with the ideas.

Notetaker – Your job is to write the information the group provides on the Willow of Possibilities graphic organizer. It is not your job to generate all of the ideas. It is your job to help others to give you as many ideas as possible to write.

Presenter – Your job will be to help your group members to understand the Willow of Possibilities ideas so that if they are called upon, they can present. It is not your job to conduct the entire presentation.

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DOCUMENTATION FOR PORTFOLIO

**Unit 1**

- Final Exam Unit 1
- Hero Myth
- Trickster Myth
- Monster Myth
- Creation Myth

**Unit 3**

None

**Unit 2**

- Final Project #1: Creating Your Own Autobiography Web Page
- Final Project #2: Book Project of all of their writings to date: 4 Autobiographical Incidents, 2 Evaluation Essays, and 4 Myths
- Final Exam Unit 2

**Unit 4**

None